

**Master's Degree Studies in
Environmental Communication and Management**



**Community-Based Environmental Education and its
Participatory Process
The case of forest conservation project in Viet Nam**

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Abstract

Participation and involvement of the local community are playing an important role in the forest conservation. Community-based Environmental Education (CBEE), which is designed to create Environmental education activities and to meet the community interests and involvement in forest conservation projects. The need to have a common understanding about the CBEE model is becoming more and more urgent when the principles of involvement and participation in the model are not broadly understood either by trained environmental educators or natural resource professionals.

Therefore, this thesis sets its goal in exploring the Community-based Environmental Education, as applied in a forest conservation project in Viet Nam, which has been listed as one of the ten countries suffering from a “remarkable biodiversity reduction”. Semi-structured interviews, secondary data analysis and SWOT analysis were used to draw the general picture of how participatory processes are carried out in the Community-based environmental Education project in Viet Nam and in forest conservation. The literature related to Community-based Environmental Education has been drawn primarily from a chapter in the book titled “New Tools for Environmental Protection: Education, Information, and Voluntary Measures”. Likewise, participatory process in forest conservation was studied from the research of Lotte Isager, Ida Theilade and Lex Thomson, published in “People’s participation and the role of Governments”.

The findings and analysis are presented to emphasise the need for promoting community participation in the context of Viet Nam and to discover the dynamic of participatory process in which Community-based Environmental Education created in the project. The third actors, the NGOs and Institutions who play an active role in designing and implementing are become amazingly discovered. In comparison with Community-based Environmental Education, the participatory process, which is built in forest conservation in the research reported in “People’s participation and the role of Governments”, is being understood as passive participation. The gap in participatory process between two different approaches is the motive or direction of participation. By using SWOT analysis, the advantages of CBEE are revealed why the model can create the active participation.

In conclusion, with the key, advanced and ACTIVE participation, which is brought in the Community-based Environmental Education model, not only fulfils people’s needs but also helps connect and empower both local people and community to effectively conserve the forest.

Key words: Community, Community-based Environmental Education, participation, participatory process, Forest Conservation, and Empowerment.

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List of abbreviations

CB	Community-Based
CBEE	Community-Based Environmental Education
EE	Environmental Education
EPA	US Environmental Protection Agency
FAO	Food and Agriculture Organization of the United Nations
FE	Formal Education
FPD	Forestry Protection Department
GDP	Gross Domestic Product
GNI	Gross National Income
HDI	Human Development Index
IIEP	UNESCO International Institute for Educational Planning
NFE	Non-formal Education
NGOs	Non-government Organisations
NTFP	Non-timber forest product
PAs	Protected Areas
PCD	Participatory Curriculum Development
RD	Rural Development
RE	Rural Education
SLU	Swedish university of Agricultural Science
UNESCO	United Nations, Educational, Scientific and Cultural Organization
WWF	World Wildlife Fund

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1. Introduction

1.1. Background

Viet Nam was mentioned for being one of the ten countries suffering from a “remarkable biodiversity reduction” (VNN, 1999). Forest conservation, therefore, has challenged policy-makers, environmentalists and environmental educators. And in order to tackle problems causing by loss of forests, wide range of strategies has been developed. One of key solution is mentioned as environmental education (Fien, 1999a). This approach is considered to be an important part in indicating the connection between people’s activities and their impacts on the environment, and in persuading people to participate in the protection of preservation areas (Ralambo, 1994; Oonyu, 2001). However, programs failed to raise the awareness the larger community because most of environmental education endeavours in Viet Nam are school-based and far from the reach of the whole community, especially the rural population (Sutherland & Ham, 1992).

There are some factors that should be taken into consideration to increase the applicability of environmental education in Viet Nam. Firstly, a large number of populations in rural areas are primarily not well-educated and basically engaged in agriculture, which is highly based on natural resources exploitation (CRES, 1997). Secondly, diversity in social community and culture in rural areas is also challenging on environment management. In 2000, Viet Nam had about 64.1 million people living in rural area with 54 ethnic groups (UN Population Division, 2001). The ethnic groups have nomadic agriculture system, which is criticised to be the main reason for vast deforestation due to forest burns. Moreover, the average population density in rural areas much lower than that of in the whole country (60 in comparison with 220 inhabitants per square kilometre (SIDA, 2004) also cause difficulties for information dissemination. Last but not least, the weak capacities in engaging with local people from Top-down approach by using policy and in development projects (Cao, Nguyen, & Nguyen, 2009).

Community participation is usually related to community forestry, which refers to forest co-management by people living adjacently to the forest (Isager, 2002). The situations in which local participation is totally indispensable, such as pressures of high population and conflicts of using resources, communal ownership in protected areas that are smaller and more vulnerable (Roche & Dourojeanni, 1984). Part of an extensive community development strategy of “building the capacity of people to work collectively in addressing their common interests” (Maser, 1997) is another good example for how provide community participation by education.

Poor participation in protecting the forest is still one reason for inefficiency of forest management and conservation (EFPEP, 2009). Many efforts are being made in order to figure out the most suitable educational approaches and promotion for participation in forest

conservation, especially with the great supports from Non-government Organizations (NGOs) and institutions in projects. At the same, one model which have been widely used to improve and encourage the local participation into educational activities is Community-based Environmental Education (CBEE). It has been of great interest in educational research in recent decades and a complete study about the community-based environmental education model in forest conservation for developing countries as Viet Nam is still in urgent situation.

1.2. Problem statement

Participation and involvement of the local community are playing an important role in the forest conservation (Xue, 2006). Community participation helps not only managing the forest but improving environmental education for local people as well. And lack of community participation was regarded as the reason for the failure of the development projects as well when the objectives were not achieved (Wily, 1997). At the same time, Community-based Environmental Education, which has been widely used as an education plan, created as numerous of Environmental education activities (particularly in Viet Nam) and designed to match community interests (Isage, Theilade & Thomson, 2004). However, the principles of involvement and participation in the model are not broadly understood neither by trained environmental educators nor natural resource professionals (EPA, 1998). From the communicators' perspective, which "communication is the process of establishing a common understanding among people within an environment" (Krizan, 2007), there is an urgent need to have the common understanding about the model and its participatory process in context of forest conservation in Viet Nam in order to equip for the practitioners and stakeholder with knowledge and skills when collaborate with local people.

Research question: *"How does CBEE work and create participatory process in forest conservation project in Viet Nam?"*

1.3. Objectives

The overall aims of the study are to investigate the Community-Based Environmental Education model and its participatory process in the context of forest conservation projects in Viet Nam. To be more specific, the objectives are:

- i. To investigate Community-Based Environmental Education model and its participatory activities;
- ii. To understand concepts of participation and the stages in participatory process in forest conservation;
- iii. To explore the relevance and value of CBEE as an approach to education for environmental awareness and participation in context of Viet Nam.

1.4. Significance of the study

This study is an attempt at providing a picture from different perspectives about the participatory process in Community-based Environmental Education in the environmental education in the context of forest conservation in Viet Nam. It involves in developing knowledge on environmental education, based on local community in central of Viet Nam. From the Environmental Communication student's perspective, it helps in providing a review in real case study how the participation is formed in a project, who are the main stakeholders, how they interact with each other. Besides, it is discusses and interviewed about the pros and cons of participatory process in CBEE with SWOT analysis contributes for a deeper understanding about CBEE, particularly when it is applied in specific circumstances in a protected areas in a developing country as Viet Nam. Because of the importance of forest conservation in developing countries, it could also open the door for further related researches, as Viet Nam is an interesting research subject due to its complication.

1.5. Limitations of the study

Originated from US Environmental Protection Agency, the CBEE model has its own assumption that having better financial supports for environmental education (EPA, 1998). Therefore, when applying and evaluating the model in the context of Viet Nam, the assumption is still valid. The major problem of using secondary data from the original might not be included in the related sources. Some data sources, such as procedures and evaluations of process in forest conservation in Viet Nam were unavailable. In addition, literatures in Vietnamese and about Vietnam have not been equal to a huge number of other accessible literatures in English. This is due to the fact that the Vietnamese library service and the professional research database are on a fairly low level compared to international standards (Thomas, 2009). Concerning this objective factor, appropriate English literature about education and culture in Vietnam from development projects has been reviewed as much as possible in order to lessen the unbalance. As a result of limitations on time and resources, the semi-structured interview of this study has had to be carried out on Skype, with some confusion for the Interview persons when they had to talk into a microphone. And the information collected from eight semi-structured interviews may not be as representative as it should be. It could be seen as a limitation and needs further investigation.

1.6. Structure of the study

The introductory part outlines general structure of the study, including aims and objectives of the study. The second one represents main concepts, discussions, and findings originated in the thorough studies. Next part explains the research method of the study. The fourth section reveals the contemporary context in Viet Nam in which includes the status of economic, educational system and rural areas. The fifth is the empirical investigation about the project "Targeting

Behaviour: Participatory Curriculum Development for Community-Based Environmental Education in Vietnam”. The sixth part is the analysis and discussion. The conclusion presents summary of the study, concluding remarks and suggestions for future research.

2. Literature review

2.1. Community-based Environmental Education

This part presents the key concepts and the theoretical and analytical framework of this study. In the first section, a brief view on how key term CBEE formed and number of concepts, concerning Community-based, Environmental Education are reviewed in order to provide a general understanding for the model. Various concepts and theories are used to examine participatory process in both CBEE and forest conservation research.

2.1.1. History and concepts

Environmental education was widely known since the Tbilisi conferences. Its purpose was defined as aids to support citizens with knowledge, skill and dedicate them more willing to work individually and collectively in order to achieve and maintain balance between quality of life and quality of environment (UNESCO, 1982). Regards to environmental problem, environment education takes the important role of bridging the complex gap between knowledge and human behavior (B. A. Day & W. A. Smith).

On the other hand, in environmental education, human community is also playing a role as catalyst for people to interact and participate. In term of motivation, environmental action would be improved if the program shows or emphasized personal actions or small-scale actions. The educators are also encourage to find relevant in a small-scale rather than in large-scale. (White & Senior, 1994). In addition, initiatives which promoting behavior changes are proved to be most effective in community level which involve directly people. People who are trained in social marketing proved to be three to four times more effective than those without training (McKenzie-Mohr & Smith, 1999).

According to Andrews, Stevens, and Wise (2006), the concept of community-based environmental education is developed in the hybrid of the educational and social marketing strategies. Social marketing theory is a combination of theoretical perspectives and a set of marketing techniques (Andrews, et al., 2002). Social marketing has been defined as: "the design, implementation, and control of programs seeking to increase the acceptability of a social idea or practice in a target group (Kotler, 1975). Besides, there is another description for the social marketing theory, which is based on the "marketing philosophy". In this description, there is an exchange process between people and social marketer, in which people will adopt new behaviours or ideas if they feel that something of value (Solomon, 1989). Therefore, the consumer needs should be meet by the social marketers. McKenzie-Mohr Doug (1996) describe

a case study in the community situation that shows people trained with social marketing techniques, such as identifying individual and social barriers, turned out to be three to four times more effective in encouraging behavioural changes than those who do not get the training. In the combination between social marketing and education, some of ethical issues are addressed and raised and the targets of social marketing have had change to participate in its design (Kotler, 1975).

In context of local social and economic factors, role of community-based education is creates the involvement and education for community's adult and youth in order to empower while identifying and solving community environmental problems. In other words, education creates actions, which based on community. One of most effective examples for community-based education is the capacity building in the collaboration for addressing their common interests in community development strategy (Maser, 1997). More than the meaning of "education based in the community", with activities based on four key qualities such as *community based*, *collaborative*, *information based*, and *action oriented*, community-based environmental education are expected to achieve these goals as below:

- Broaden the community's capacity to improve environmental quality.
- Combine environmental management goals with other community development activities
- Lead to actual environmental improvement.
- Increase involvement of more community interests (both groups and points of view) in community environmental management activities.

(Andrews, Stevens, & Wise, 2004).

Studies show that application of community development problem solving processes, especially CBEE contributes to the new science of ecosystem-based management (Kellogg, 1999; MacKenzie, 1996; Wondolleck & Yaffee, 2000; National Research Council, 1999). The background of community, such as members' education, people's participation, local level planning, and the sense of belonging to the society, discipline, capital accumulation and its judicious investment in diversified productive activities affects the success of the program (Chowdhury, 2005).

2.1.2. Participation in CBEE

Knowledge and involvement of citizens, which promote system thinking and broad-based action are considered to be the factors for capacity of democratic institutions to solve problem and create a better future. Because of the inability of isolated accomplishing long-term solutions to community problems by local government, individuals, businesses, community groups, state or federal agencies, broad-based action is necessary.

(President's Council on Sustainable Development, 1996)

Familiar with the concept of development, humanitarian and education sectors, community participation is increasingly becoming a standard feature of program design (IIEP-UNESCO, 2009). With reference to both processes and activities in which participants in affected population are heard and empowered to be part of decision-making processes, and therefore, they can take direct action on education issues. The identification of community-specific education issues and strategies is facilitated by active involvement of the community. Moreover, community participation plays a role as a strategy to identify and mobilize local resources within community and build consensus and support for education program. Real, sustained empowerment and capacity building are highlighted to build with great efforts.

(INEE, Chronic Crises and Early Reconstruction, 2004, p. 80)

Public participation, social marketing, environmental education are incorporated in community-based environmental education. Community education goals are designed to be responsive to the reality of the community economic, political, and social contexts.

Identifying the actors within the model is also a remark question, which also helps to understand how to apply CBEE in larger scale problems. Firstly, one in three main participants in CBEE model, the role of local community is defined as below:

- Has or establishes a vision and goals.
- Inspires an instigator who, stimulated by these goals, enlists or gathers a group or coalition to start an initiative and to keep it going.
- Supports group activities to gather and analyze information.
- Through the group, engages the larger community in carrying out what it has learned through policy changes, new regulations, and/or education.

(Andrews, Stevens, & Wise, 2004)

The two persuasive reasons for local community participation are the quality of local environment is based on local activities; and the local members have a common interest in protecting and improving their community's quality of life. (Andrews, Stevens, and Wise, 2004)

Next, from the top-down approach, the outsiders, such as government, institutions, practitioners, community organizations, citizen advisory committee, can help in enhancing the skills of its own staff and ensuring the policies which provide the essential time and perspective in order to create flexibility and responsiveness for community. Practitioners, who collaborate with the community to choose a strategy can also consult with guidance how and when the strategy could be used, applied alone or in combination with others. With the role of providing community outreach, institutions with educators can facilitate and supporting different steps in

CBEE. And the commitment from leaders of community organizations is necessary in supporting the comprehensive CBEE process. (Andrews, Stevens, and Wise, 2004).

Moreover, in CBEE, the commitment between government agency personnel and the authentic efforts with the local communities is highlighted. And particularly, the successful results based on the citizen's perception, which is sincere and legitimate in the purpose of sponsoring institution (Lynn and Kartez, 1995; MacKenzie, 1996).

The role of community interests is a collaboration in order to figure out and implement solutions to common problems. Therefore, the process of participation is considered as the stages in collaboration process. Citizen participation models which are including citizen advisory committees, citizen panels (also known as planning cells), citizen juries, citizen initiatives, negotiated rule making, mediation, compensation and benefit sharing (Renn et al., 1995a).

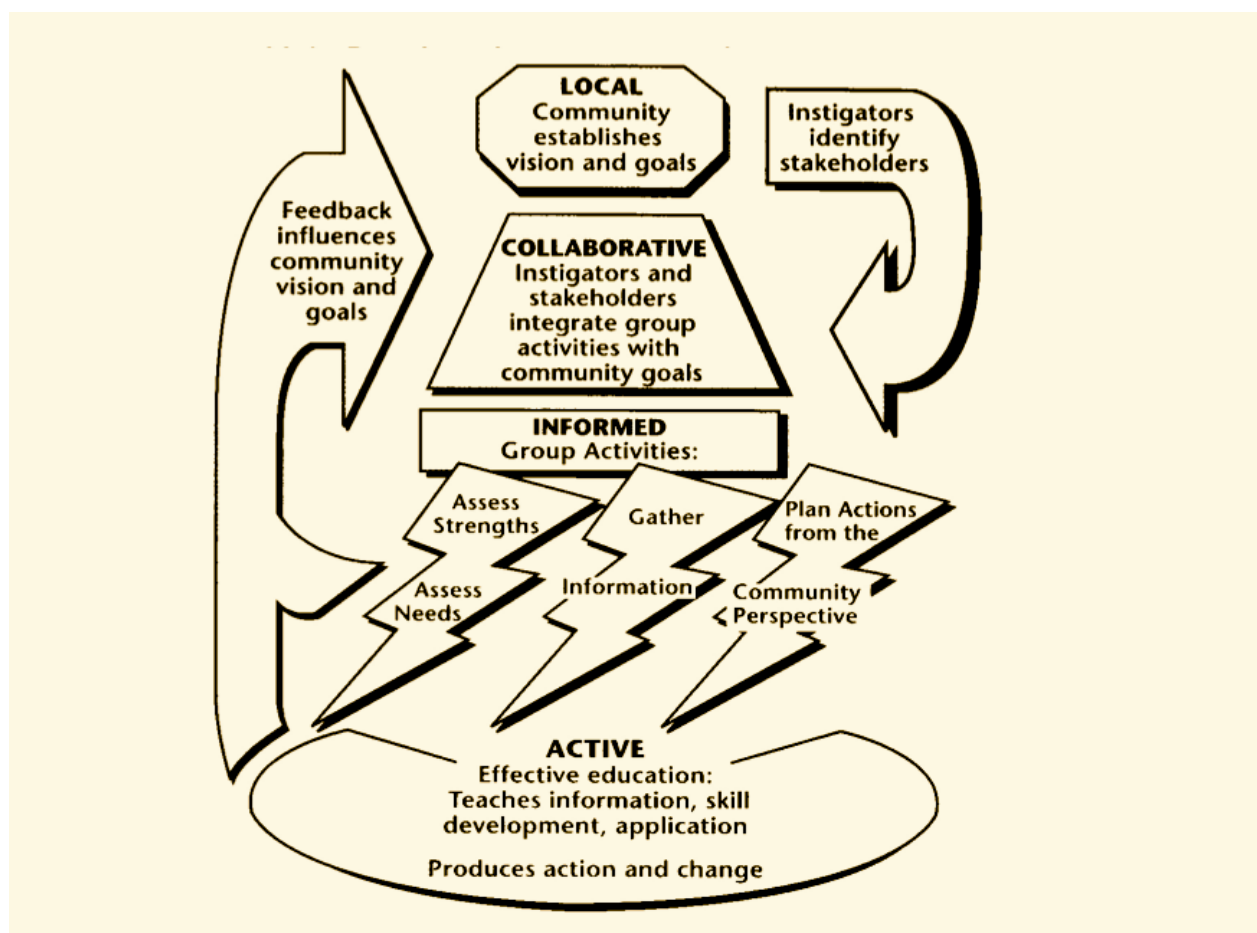


Figure 2.1: Building capacity: Applying the principles of community-based education.

The collaboration between local community and instigator and stakeholder is the key participation in the model. Therefore, the actions will be created later. Not only helping to identify the common goals and visions for community development, the environmental goals in community development strategies determine the choice and sequence of activities. Two main activities relating to identifying information about environmental problem and engaging stakeholders (in the development) are modified in the collaborating process. Hence, with the

integration of communication, environmental education, innovation diffusion, and social marketing, the involvement of a broader public or “community of interest” is carried out for selected goals (*Andrews, Stevens, and Wise, 2004*).

For example, in collaboration stage, identify the manager/leader and create process objectives, such as group building with leadership development, capacity building, and then communicate with multiple channels like newsletter, community meeting, festival, market... In informed stage, long-term community vision and goals are informed while the community is considered as a whole in which local people gathering and work with each other. The figure 1 and appendix 6 show the overview of capacity building with main aims of identifying the community’s vision and goals, the collaboration among actors, informing activities, active and responding process with evaluation.

Maslow’s hierarchy of Needs

According to Maslow, human beings are motivated by unsatisfied needs, and certain lower needs have to be satisfied before higher needs be satisfied. There are some physical and safety needs, such as the need for food, water; shelter, etc... must be satisfied before we strive for things like social status or contributing to our community as basic needs. The following three categories of needs occupy consistently more important place in the hierarchy and are more meaningful for human on the social level. For instance, the belongingness and love needs imply the need of an individual in the participation or belongingness to some social group, such as family, group of friends, colleagues, etc... (*Cooke et al, 134*).

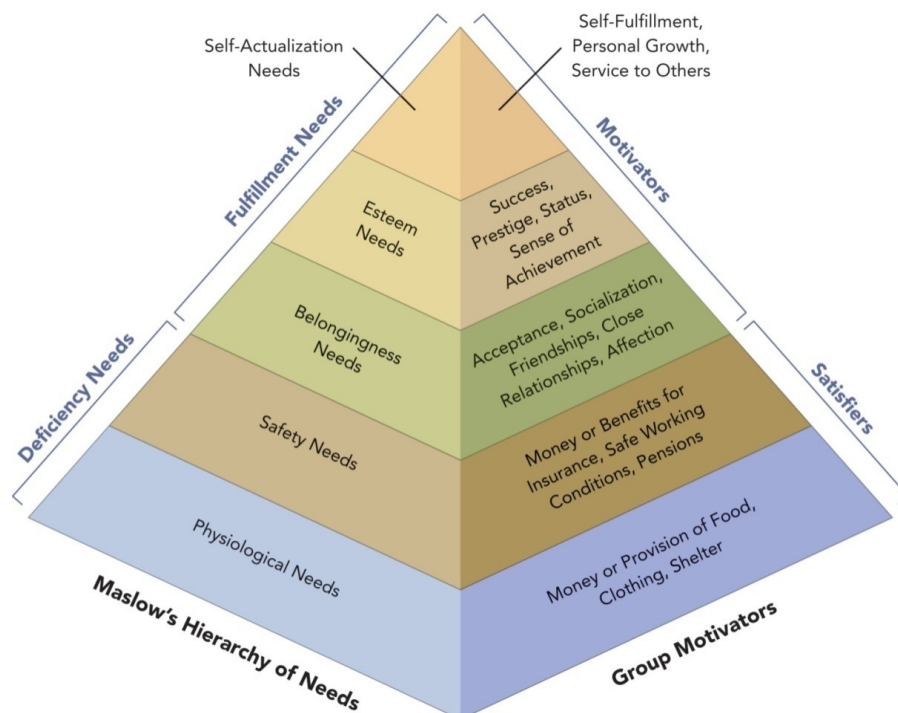


Figure 2.2: Maslow’s hierarchy of Needs

According to Wegner (1998), community is a place where a person can belong and create mutual relationship. This also demonstrates the need of belongingness, which is the third ladder in Maslow’s hierarchy. The third tier of Maslow’s hierarchy of needs is also known as the social,

which give explanation for motivation to participate in a community of practice. (Amin, D. et al., 1997). The interaction among people living within community allows them to meet the base need. Moreover, a community of practice can be successfully built if local people can “promote involvement and adhere to the core tenets of a community: joint enterprise, mutual relationships, and shared repertoire” (Wegner, 1998). At this level, people can give direction and create community of practice. Therefore, both the esteem and self-actualization are met, as describe in the higher tiers of Maslow’s hierarchy (Robbins & Judge, 2005 p.70).

2.2. Participatory process in forest conservation

2.2.1. Concepts of participation

The concept of participation originally built in main theme of development projects during 1960s and 1970s. Lack of community participation is the reason for failure of many attempts in developing the community (World Bank, 1993). Since then, participation has been adopted as buzzwords of development (Wily, 1997). However, the involvement of local people in traditional style of management is frequently forgotten in comparison with the times the word “participation” is used. So, what is participation?

According to developers and conservation planners, the meaning for the term participation includes project-related activities but not based much on flow of information is given as local groups’ planning might involve community labour or a long-term commitment to maintain services or facilities (Adnan, 1992). In term of conservation, participation means involving people in decision-making processes within the organisation (Isager & Theilade, 2002). More detail, in the context of environmental management, community participation can be defined as a continuous and mutual process, relating to increasing public awareness of the decision-making process, informing the public of formulation of action plan and collecting information from local residents (Xue, 2006).

Role of participation

“Environmental issues are best handled with the participation of all concerned citizens, at the relevant level” (Rio Declaration on Environment and Development, 1992). “Participation in its full articulation is a way to shift the axis of power and enable new actors to gain greater influence in development outcomes. It is a shift in the participation discourse beyond beneficiary participation to citizenship, agency, governance and rights” (Baral & Heinen, 2007). In addition, participation is contributing to not only the effectiveness of environmental management, public taking initiatives in environmental conservation is motivated as well (Xue, 2006).

Participation plays as a vital step in identifying the needs and values of different stakeholders, especially those usually excluded from decision-making, such as village communities. Participation is also a main factor devoting for the success of community-based

natural resource management (Ntiamoa-Baidu, 2002). With many different roles from different stakeholders, in which outsiders can provide with financial funds or appropriate technical advice, local communities with local knowledge can contribute to take the risk in testing new approaches; the success of collaboration is supported by participation. Participation helps local people to have support in choosing how they live and mould their future as well (Ntiamoa-Baidu, 2002).

However, in order to conserved effectively, the participation is sometimes required a truly participatory processes in which stakeholders trust each other and commit themselves for sustainably use the forest. (Lutz & Caldecott 1996; Wily 1997). This process often takes time to develop while it is difficult to ensure the trust and commitment of all stakeholders, who normally considered as external personnel or outsiders. In addition, the participatory duration is expected to last a few years; therefore, if local people are lack of experience of participation and working, it may take longer time for establishing trust and commitment (L. Isager, 2002). This trust also is built by the stakeholders' actions, instead of speaking or promises. The scale of projects also affects and creates barrier to trust and commitment. The larger-scale may inadvertently bring difficulty for participatory process (L. Isage, I. Theilade & L. Thomson, 2004). In appendix 1 and 2, there are several assumptions of participants and types of participation, which might be useful for environmental educators, identify and analyze target group.

2.2.2. Stages of participatory process in forest conservation

Definitions of participation differ from the context and background in which participation is applied (Kumar 2002). Community participation is describe as a spectrum from passive to active involvement to full local participation, where there is active community participation and venture ownership (Aref & Redzuan, 2009), “from protectionist approaches to community-driven program. In this spectrum participation ranges from people being told what to do, to local people in complete control over their own resources and lives” (Kumar, 2002). Therefore, “Instructive process” would mean virtually no participation, in terms of community participation, as communities are only informed of management decisions. The other side of the “participation continuum are *informative* practices where communities are the ones informing the government about management decisions” (da Silva 2004).

“The empowerment theory or approach is a collaborative process in which participants (learners) and a facilitator (teacher) reflect on their own experiences to discover whether they are or are not in control of their own lives within their existing contextual frameworks” (Rappaport, 1987). In term of liberation, “it is an ongoing process to promote people’s dialogue, consciousness-raising, sharing experiences, and non-hierarchical relationships with others to improve their quality of life” (Fahlberg, et al., 1991). Participation in development

projects/program is viewed as a means in which participation is a process order to provide the sustainable development (Rudqvist and Woodford-Berger, 1996) or as an end which providing empowerment of individuals and community (Clatyon, et al., 1998).

“In many countries, plans to protect forest ecosystems have failed to address the needs and knowledge of local forest-dependent communities” (Anan 1996; Wily 1997; Tuxill & Nabhan 1998; Kumar 2000). Participation by local people is essential to any conservation effort. The outcome of participatory processes often depends on additional factors such as institutional or legal frameworks, and the education or interests of local people and other stakeholders (Isager, 2001). A participatory process in conserving forest genetic resources is described in the eight top-down stages (appendix 3), in which the step 1 and 2 mainly identify the objectives and selecting area. Next, the stakeholders are analyzed in order to understand which type of information will be collected in step 4. Step 5 is significantly remarked the participation among the stakeholders, in which they have chance to re-evaluate the objectives. The following step is described the identification or establishment of social institution, which is responsible for forest management. After implementation the planned activities, there is a monitor of target species in step 8. Then there are some reviews the success of projects based on lessons learned (appendix 3).

It has been argued in that research “People’s participation and the role of Governments” participation of local people and the Government with providing or not providing the appropriate institutional and regulatory framework play main roles for successful conservation of forest genetic resources. Lack the funding and experience or willingness to train local communities in administrative matters, Government agencies and officials resist the prospect of sharing forest management power with local communities (L. Isager, I. Theilade and Lex Thomson, 2002). “The notion of power-sharing between people and governments is a delicate and highly complex issue with no easy or universally applicable solution”. According to the research, there is need of strengthening organization capacity for the communities in order to reclaim responsibilities in management and conservation of forest genetic resources, such as practical skills in keeping records and minutes of meetings, or obtaining training in certain technical aspects of forestry and conservation. The assistance of NGOs and institutions, thus, can be crucial to promote local people’s insights and skills necessary for qualified co-management. And NGOs have also played significant roles as mediators, facilitator between governments and other stakeholders in forest conservation processes (L. Isager, I. Theilade and Lex Thomson, 2002).

3. Methodology

3.1. Rationale for choices of methods

For the reason of limitation of physical contact with the stakeholders; government bodies, local community and NGO's, in order to capture the “complexity of the reality” this research is executed using semi structured interview and secondary data analysis.

3.2. Method used

3.2.1. Semi-structured interview

The informants chose for the semi-structured interview using qualitative interviews via the net is to capture different perspectives on Environmental education and how stakeholders participate in Vietnamese context. Yet, on the other hand as mentioned before qualitative semi-structured questions encouraged the interviewees to introduce their own observations, thoughts, analyses, solution suggestions and maybe even emotions. The questions are designed for two purposes: the first is to investigate the different understanding about EE, CBEE among people (two student, one urban person, one rural person), and the second target is to explore the different views of the three main differently targeted IPs (Government experts, NGOs, participant in Training team and local people), who provide different perspectives on Environmental education in general and the approach which is chosen from their view points. Because of the limitation of time and personal financial support, the interview will be carried out via Skype, after booking suitable time with Interview person, mainly in break time in the afternoon of workday. The interview is this procedure was important for the detailed analysis and to ensure that the interviewee's answers were captured in their own words. It also avoided the loss of phrases or language used, which may have occurred if the interviewer took notes. (Bryman, 2007; Warren, 2001; Tierney & Dilley, 2001).

“If you are doing multiple-case study research, you are likely to find that you will need some structures in order to cross-case comparability” (Burgess, 2007). However, this study is focusing in awareness and understanding about the Community-based Environmental Education model, semi-structured interview is the most suitable method to capture a holistic and in-depth understanding of the Vietnamese context. It helps explore the perspective, experience, and conceptualization of the interviewees.

For online interviews (via Skype), the stakeholders' priorities and perspectives have to be noticed. Based on the suggestions by some scholars, open-ended questions are used which helped the researcher get detailed information. Notes are taken and by the permission of the informants, sound recording is also done. Through these methods, information provided by the

informants is captured and detailed analysis is made (Tierney & Dilley, 2001). Concrete explanations; introducing the field of environmental communication and the purpose of the project are used during the interview for the purpose of clarity and increased trust of the informants.

3.2.2. Secondary data analysis

The study is also conducted using secondary analysis to comprehensively investigate the research topic under study. Through document analysis, overall pictures of socio-cultural, environmental issues related to forest conservation in Vietnam as well as detail evaluation of community-base Environmental Education model has been conducted. Compared to collecting data through interview, using secondary data analysis is relatively economical and easier to obtain the desired information.

At the beginning, the collected data is for the purpose of understanding of the rural development process and the education of rural community in Vietnam. In essence, it conforms to the target of this study to present a comprehensive image of contemporary Vietnam as an overall background, and to look into the role of Community-based Environmental Education in the rural development process within this particular context. Nevertheless, this study provides supplementary information by documenting and examining various collected data sources and pull them together in order to have an answer for the research question.

3.2.3. SWOT analysis

SWOT is a useful method in order to recall what have been the strengths and weaknesses of a participatory process, and for indentifying priorities (opportunities) with consideration to threats (controllable or un-controllable conditions) in a specific context (B. Mikkelsen, 2005). In the analysis, the model Community-based Environmental Education and its participatory process will be evaluated through a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. By doing this, the key issues were highlighted and steps towards a general understanding the model, particularly in forest conservation project.

4. Country profile and CBEE in forest conservation projects in the Central of Viet Nam

The purpose of this part is to provide a brief overview of Vietnamese economy and its strategy in forest development and one specific project in forest conservation issues related to CBEE in the central of Viet Nam. Besides the country profile, the discussion focuses on the main stakeholders participating in as well as activities in the project base on Socio-Economical project reports.

4.1. Country profile

One of the significant economic attainments in economic status is the *Doi moi* policy (*'Renovation'*) introduced in the late-1980s and 1990s has moved Vietnam from chronic food

deficit country to being the world's second largest rice exporter. Subsequently, the average GDP of Vietnam in 20 years of modernization (1986-2005) is around 7.5%/year. The average growth rate of industrial production is 15.7%/year in which the export revenue of processed forest products increased five times over the last four years (2006-2010). The agriculture sectors including crops, livestock, forestry, aquaculture and fisheries account for 22% of GDP (yet only 6% of public spending), 30% of exports and 60% of employment. Noticeably, the gross export income of agriculture products has risen to over 16% per year.

4.1.1. Forest Land Allocation program in Viet Nam

Concerning the forest development, the Vietnamese government issued The Forestry Development Strategy as well as the 5-year Socio-economic Development Plan (SEDP, 2006 - 2010), which has been implemented nationwide. Additionally, the trade liberalization policy has set up an extensive, dependable and advantageous condition for production and business activities, which stimulates internal and external enterprises to get down to the trading business, including timber and Non-timber forest product (NTFP). In order to have a clear legitimate foundation as well as develop, the state has issued the Land Law and a Forest Land Allocation Programme

The revised Land Law, which was amended by the National Assembly in 1993, clearly states that land is owned by the people and under the integrated management of the State, but the State allocates land to the users for long term and stable use. Following the Land Law, there are significant numbers of decrees and regulations to elaborate the land allocation policy. The Forest Land Allocation was taken place in 1994, which allocate individuals, households, villages, organizations such as forest management committee, seed station, enterprise, peoples army, schools... The Forest Land Allocation in Vietnam is the process of transition from "state property" to "private property" or "common property". The red book certificate for 20 years in annual crop production or for 50 years in perennial crop production is provided for local people, allow them to use allocated land and forest (see Land Law 1993). The only contract and attention is when using Red Books as collateral in the bank for loans to farmers (see Oxfam UK/I Vietnam 1998). There are several classified forests in Viet Nam, such as production forests (for producing wood and non-wood forest products, "protection forests" for watershed protection, and "special-use forest" for biodiversity conservation and tourism. Participatory forest management systems are embedded in tree plantation and conservation programs in each forest category (M. Inoue, 1998).

Nevertheless, in general, it remains some problems such as the involvement of international agreements in forestry exploitation has also generated challenges and risks to competitive ability of domestic agriculture and forest enterprises while the administrative mechanisms are still weak and ineffective. Particularly, the forest management are facing with many difficulties and challenges due to the lack of knowledge and skills in forest management and illegal logging. For example, with 560 ha allocated to 28 household in 2006, (one household

may have to take care for 17ha of forest), the profits from the exploiting has been almost zero while the forest suffered from the illegal logging. (Dan Viet, 2010).

4.1.2. Poverty status

The three poorest regions - Northern Uplands, North Central and the Central Highlands are the three poorest regions in Vietnam - having both the highest incidences of poverty and the deepest poverty. The major constraints are a difficult physical environment, which limits agricultural development and restricts access to infrastructure and markets.

With most of the 53 ethnic groups in Viet Nam, ethnic minority people are amongst the poorest in Vietnam, mainly in remote areas. Ethnic minorities make up 14 per cent of the population but account for 29 per cent of poor people in Vietnam. In 12 out of 13 of the poorest provinces - those with more than 60 per cent of the population below the poverty line - ethnic minorities represent at least half of the population (Minot and Baulch, 2001). With the majority of population who live in remote areas below to poverty line, there are many challenges not only for poverty reduction and in environmental protection as well.

As a result, in recent years, the Vietnamese Government's objectives centres on developing diverse, efficient, competitive, sustainable agriculture and eliminating poverty and hunger. That has been fortunately strengthened by the updated Rural Development Strategy of the World Bank in Vietnam (2006-2010), including three main pillars:

- **Creating opportunity through accelerating market-oriented reforms.** Choices, which are driven by market incentives and competitive pressures will influence in the growth in the rural economy and agriculture in particular
- **Sustaining and managing natural resources for livelihood security.** The livelihoods of poor people in Viet Nam still depend overwhelmingly on natural resources. Forest is still one of most important areas needed addressed to enhance the livelihood-supporting roles and public environmental benefits of natural resources.
- **Mainstreaming poverty reduction through inclusion and empowerment.** Many lagging regions and population groups remain to be brought into the mainstream of Vietnam's growing prosperity. Poverty reduction, increase poor upland producers, support newly vulnerable and address the specific needs of women and ethnic minorities are in the list of prioritized strategies.

4.2. Conservation education in Viet Nam

Vietnam has possessed a nationwide system of 186 protected areas, i.e. 27 national parks, 60 nature reserves, 49 biosphere reserves, 11 species and habitat protection areas, and 39 landscape conservation areas. However, Viet Nam was listed as one of 10 countries suffering from a "remarkable biodiversity reduction" (Petersa & Matarassob, 2005). Due to the agricultural expansion, logging, the effects of war as well as the unsustainable resources use, access and control, the natural forest cover had declined from 43 percent in 1943 to 26 percent in 1993 in the natural forest cover (Morrison & Dubois, 1998). The first reason is the uncontrolled and irresponsible activities in the forestry sector that often result in the land degradation, high risks

of flooding, the loss of biodiversity, and potential threat to the security of rural livelihoods (CEN, 2001). The second reason might be the chaos in conservative management. Forest areas, an important role for watershed protection and maintaining ethnic's ecological functions, have been protected by appointed members of the community, which are few people and armless against to forestry smuggling.

So the main key for Vietnam is to manage an effective environmental conservation and management, for the authority as well as the whole citizens. They need to acknowledge the vital role of forestry to their daily life and develop a useful and effective resource control.

In recent years, conservation education activities have been organised nationwide to all public community, e.g. government officers, villagers in the buffer zones of national parks (NPs) and other protected areas (PAs), staffs of NPs and other PAs, young people. There are many organizations, e.g. "Green Club", "Conservation Club", "Nature and Environment Club", positively responded to the conservative programs with many posters, notebooks, name cards, T-shirts, hats with conservation messages, video tapes, short films to raise society notice. In addition, many activities also are conducted, e.g. puppet shows, tree - planting, visits to PAs, drawing contests, quizzes, speeches, posters, teachers' seminars. Besides, some areas have developed their own education programmes but lack of mentioning detailed issues of their own regions. In addition, conservation education for students throughout Vietnam has been put into practice. Typical is the activity of the project on Environmental Education in Schools of Vietnam VIE/98/018 of the Ministry of Education and Training. The supervisory network for environmental education has been developed in Teacher Training Schools and Departments of Science, Technology and Environment in 61 provinces and cities. Public school books focusing on environmental protection and nature conservation have also recently applied in school (CEN, 2001).

4.3. "Community participation for Conservation Success" Project profile

The project: *"Community Participation for Conservation Success - Promoting Effective Conservation of Vietnam's Natural Heritage through Community-Based Environmental Education"* was taken place in two PAs in the central provinces of Quang Nam and Thua Thien Hue from July 2003 to January 2005. This project was conducted by World Wildlife Fund in collaborating with Xuan Mai Forestry University in order to delegate the local community. The local people had defined the conservation problems in the areas and suggest solutions including training courses for knowledge of basic ecology and functions of ecosystems, tree nurseries and agro forestry techniques, veterinarian skills, forming community conservation as well as the enforcement teams to patrol the forests, obtaining loans to raise animals, etc. Then many activities were implemented to bring these solutions to reality. After the courses in March & June 2004 in Quang Nam, a communal nursery and community planting of rattan, woodlots, live fences and fallow improvement were established. The local people also knew how to raise animals and treated diseases on their own. Village Protection Teams were set up and deal with many forest violations. Five months after the training in September 2004 in Thua Thien Hue, the participants could take care of their own seedlings, and the people who did not participate in the

training were so interested in planting trees that they came to help their neighbours on the nursery gardens and learn know-how from them. A training workshop on animal husbandry and on basic veterinarian skills to prevent and treat basic livestock diseases was also organized and conducted in this community in July 2004 (Petersa & Matarassob, 2005).

5. Findings and Analysis

This part reveals the findings of CBEE used in forest conservation project in Viet Nam, using the theoretical and analytical framework. There are three main findings: Necessity of Community participation & CBEE Model, Roles of Main stakeholders, Dynamic of participation. The information from the interviews with different IPs also has been reviewed and contributed to the findings in order to facilitate further in-depth understanding in study aims. The SWOT analysis will present the Strengths, Weaknesses, Opportunities, and Threats of CBEE and its participatory process.

5.1. Necessity of Community participation & CBEE Model

The information collected from the country profile, interviews and project itself provides a general view of how challenging the Environmental Education and Community-based Environmental Education have to deal with in order to conserve the environment and the forests in Viet Nam.

First of all, poverty status with numerous of households below the poverty line are significantly high, providing many barriers to educational approach. Besides, finding solutions for forest protection has become impossible, while local livelihood has based much on forest (Isage, 2001). Since the Forest Land Allocation program was implemented, the local people have possessed the red book certificate, had their own right to plant, exploit and replant forest. This strategy is positively believed to improve the forest management, with the involvement of local people who live near the forest. However, the loss of remarkable cubes of value wood has frequently happened, due to the illegal logging, deforestation, which mainly caused by the lack of supervision in governance of natural resources and the inadequate knowledge and skills of local people in managing and protecting the (Tran, 2001). One reason for that may cause by the lack of close link between local authority and local people (Dan Tri, 2007). There are many articles describing and questioning the controversial role of government and local people in forest protection, when the forest is allocated to the people since 1994.

In addition, environmental education in different levels is out of reach of adult group. With the great efforts, the environmental education is combined in school-based subjects, but mainly in big cities such as Ha Noi and Ho Chi Minh city (Maxreading, 2011). Although environmental education have recently been focused in national environmental programs, these key terms such as Community-based environmental education and its activities, however, are pretty new for 7/9 interview persons, even for an Environmental Communication student in SLU. Only the environmental educator who works as an expert in a forestry institution and student study in a forestry university in Viet Nam has heard about CBEE (appendix 7). Regarding to knowing about Environmental education activities, there are 4 IPs, such as the environmental educator,

the two students (in forestry University and in SLU) and a local person who used to participate in a local meeting about forest protection. None of IPs was able to call out the name of law in environmental protection. General understanding about environmental protection and its education program, therefore, is considerably seen as less, and the participation of people in Viet Nam still very limited.

5.2. CBEE and its participatory process in the project

5.2.1. Roles of Main stakeholders

Based on the final progress report and its objectives, there are three main actors participated in the CBEE project in Viet Nam in 2004, which are the Forestry Protection Department (representative for the Government), WWF as an NGOs in collaboration with Xuan Mai Forestry University and the local community in selected area (such as in Thua Thien Hue and Quang Nam province) (WWF, 2005).

- Government

The Forestry Protection Department (FPD) was inactively involved, only participated at the workshops and the meetings. But the role of Forest Protection Department is in the enforcement of the forest protection law (from Interview with Environmental Educator). However,

- NGOs, Institution

The collaboration between WWF and Institution played an important role in the project, which described as the main active actors from the starting point to the evaluation stage. WWF was considered as a Non-government Organisation, which providing financial supports and professional experts in order to equip and consult for the initials of project. Taking the role of a public university, representative for the Forestry institution, Xuan Mai University took the role of incorporated partner in the project. Under the collaboration, there was chosen an executive team, who took responsibility for all the setting, planning and designing goals, activities for the project. In addition, they took the role of educator (in Training for the Trainers TOT), providing knowledge and skills, and also working with local community.

- Local Community

Local Community, which was selected from the priority list in the project, included 20 members from two villages. The main role of local people was to participate in the designed activities and arranged meetings. However, they were expected to actively participate in order to investigate the effectiveness of Community-based environmental education (WWF, 2005).

5.2.2. Dynamic of participation

The activities provided are mainly focus in order to achieve the three main goals, developing curricula for pre-service and in-service training in CBEE at Xuan Mai University, training a team of University trainers and piloting the CBEE training courses and developing and implementing innovative CBEE projects in cooperation with two Protected Areas (PAs) in the Central Annamites as part of the wider conservation strategy for the Central Annamites. In this part, I just focus on the

third goal, with the activities in buffer zone of Song Thanh Nature Reserve (Quang Nam province) in order to investigate the participatory process in which CBEE designed for. Figure 5.1 is the timeframe and activities, which were carried out in the project. The main stakeholders are WWF, Xuan Mai Forestry University and the community with 20 Kha Tu people from Vinh and Ta Loi village. According to the result in design phrase (WWF report, 2005), the biggest conservation problem in this area is the loss of biodiversity and forest, which mainly caused by hunting and timber exploitation carried out by both outsiders and local communities. Therefore, I used the assumption as Local people destroy the forest because they do not care about it. According to the figure 1, the capacity building in the participatory process also describes as the figure 5.2. In compare with the original version (figure 2.1.), the basis stages in the chart had been implemented, while major tasks, which related to assessment activities with feedback and produce skills and capacity and changes were unfinished. It may lead to the unsustainable development for the project which will be pointed out in the discussion.

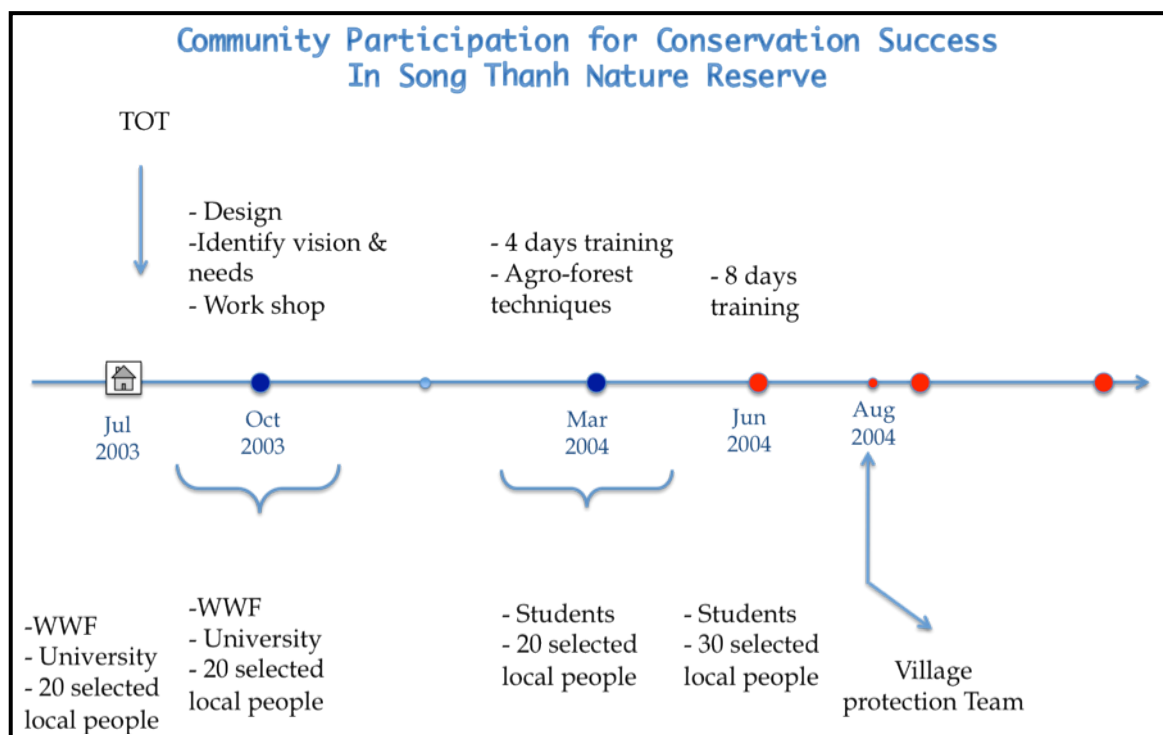


Figure 5.1. : Timeframe in Forest Conservation project in Song Thanh Natural Reserve

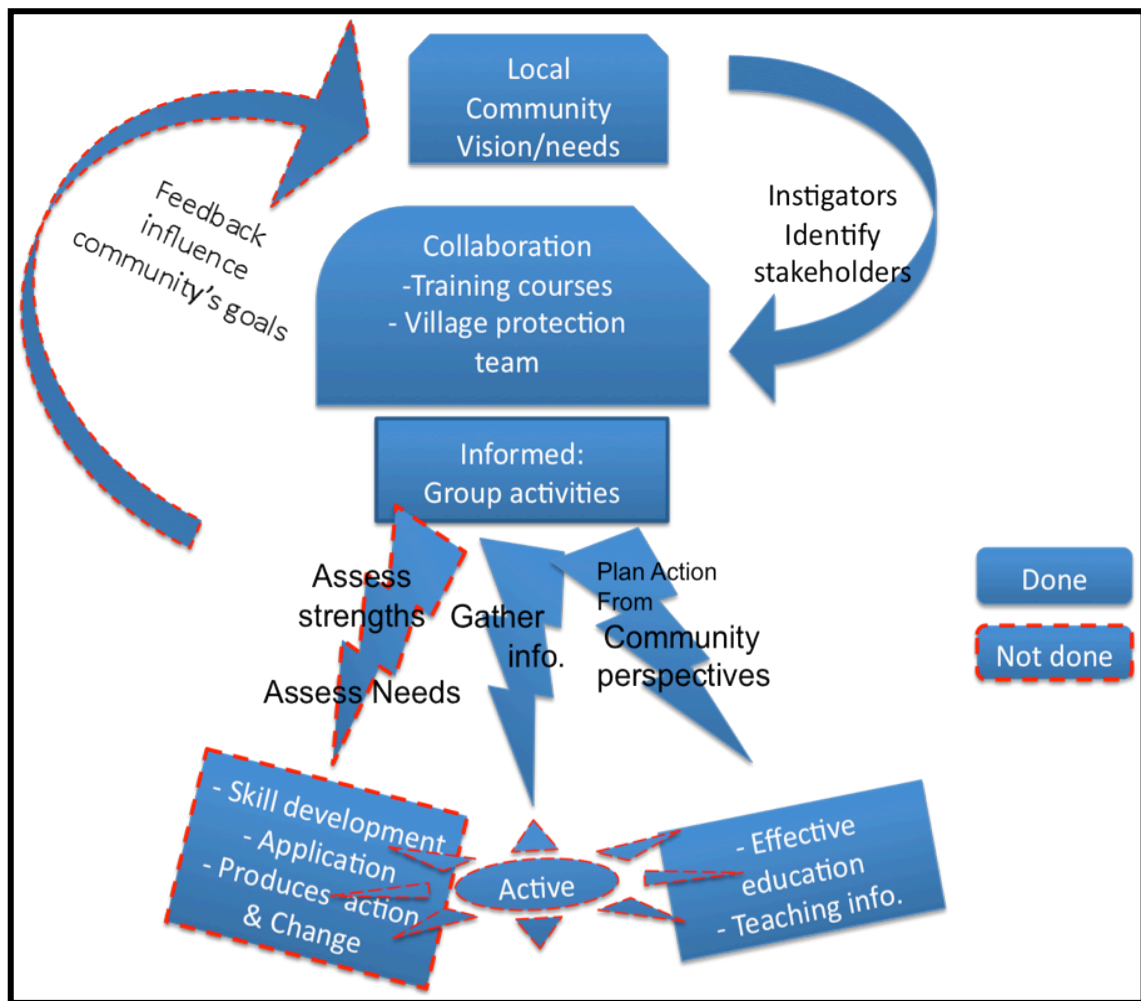


Figure 5.2: Capacity building in the Forest conservation project

Dynamic of Participatory process

There are a dynamic in the participation during the project time. However, in order to create the local participation, the local authority official was sent to persuade each household to participate. It takes time and patient to talk with the local people. From persuasion to participation and change is a long process. On the other hand, the duration of a project and their activities directly involving local people is normally short and intensive.

“We were intensively trained for four days in Xuan Mai University. Quite rush, in fact. Even we were all eager to work with local people, but it was not easy to communicate and encourage them to participate...”

(Extract from the interview with the student who participated in TOT in Xuan Mai University in 2003)

The local is normally seen as passive participants, they need some motivation factors to participate. Otherwise, they might become neglect participant. Therefore, in many projects, in order to ask for the participation, there have been habits of giving small incentives, such as candy, notebooks for children, small amount of money, etc... The participation had more and more barriers to struggle. *(Extract from the interview with the environmental educator)*

From the starting point, in the design phrase, local participated in the project for the incentives. “Such people are not involved in the experimentation and have no stake in maintaining activities when incentives end” (appendix 2). Then they was asked to collaborate

with the Educators group, they hesitantly participated. They did and followed, answered the experts' questions. They underwent the passive participation. "This tends to be a unilateral announcement and people's responses are not taken into account." (Appendix 2).

In order to deal with local threats, the Ka Tu people identified a number of solutions, including a short training course for their community on basic ecology and the functions of ecosystems. The Ka Tu people also wanted to learn about tree nurseries and agro-forestry techniques, in order to improve fallow, establish woodlots and create boundaries with live trees - all of which help to stop local people from cutting down the forest. Finally, the Ka Tu people determined a need for veterinarian skills and help in obtaining loans so that they can raise animals for food and to sell instead of hunting. In order to address biodiversity and forest loss caused by outsiders, the Ka Tu people identified the need for training to form community conservation and enforcement teams, so that they can patrol the forests against outsiders engaged in illegal hunting and logging.

(Community Participation for Conservation Success report, 2005)

Therefore, when they started to realize what they needed, and they showed their own desired to learn more, not only to develop their own agro-forestry techniques and form the need of patrol the forest to protect it. This dynamic was also clearly seen in the number of participants in two different training courses. The first one, in March 2004, there were 20 Kha Tu people participated in nursery development and agro forestry, increasing to 30 members in the livestock and veterinarian skills training course in June, 2004. In addition, the duration of second training course was double (8 days) in comparison with 4 days in the previous one.

- Participation is also a Learning process (from NGOs and institution perspective)

Moreover, from the trainers' side, the participation was contributed to improving their own knowledge and skills.

"For the first day, I felt very nervous when spoke in front of a crowd. And I was still a student, the village people looked doubtful. However, in the next day, when we knew each other better, and I worked more effectively when the participants were more involved in the activities. At night, we had chance to share the experiences within our group. Therefore, we learned much from the international and national experts as well. At the same time, I felt we had trusted each other, therefore we listened to each other better. "

(Extract from the interview with the student who participated in TOT in Xuan Mai University in 2003)

Learning by doing is made applicable in this situation. The students, who had gained knowledge, had their own chance to "Teach other", and thus, 75-90% of knowledge is retained. (Based on Learning pyramid)

The experiences were continuously upgraded into the participatory curriculum. Therefore, the final version was published later at the end of 2004.

- Participation can improve the local people's capacity

The need of environmental education is previously mentioned with variety knowledge and useful skills provided. The local person, who live in rural area and had chances to participate in a meeting several years ago, talked how he participated in the meeting:

“One commune official came and persuaded me to participate. I participated it because everyone who joined that meeting will receive small gift from the organizer. But the meeting was very interesting with new information and images why protect the forest and develop economic. I found it very useful, but I couldn’t explain or repeat for the others and wish every member in my village could participate. By the way, it was very short meeting.

(Extract from the interview with the local person)

From the perspective of the environmental educator, she suggested:

“Environmental education has become a main focus from the national programs since last two decade. However, thanks for the TV channels and the Internet, people have recently noticed about environmental problems. But from the TV to real actions and participation, there are long roads with much investment from the Government and NGOs. For us, as the environmental educator, it’s better if we have a guideline to instruct us in creating participatory activities, having network to share the experiences in different and diverse cultural context we work with, especially when those work required much time to see the real changes. And in the remote areas, it becomes one of the most challenging to work and encourage local people to participate in protecting the environment, while they have to deal with hunger and poverty on their regular basis...”

(Extract from the interview with the environmental educator)

Concerning the necessary of environmental education, all the IPs agreed on the need of having involved collective activities in order to protect the environment. The public participation is also highlighted, with the urgent need of figure out the motivation factors, which are encouraging people to participate in. The motivation factors are suggested as the monetary incentives, interesting activities with photos, clips, real experiences, to see the real effectiveness, to do some meaningful action together, etc...

- Participation may create trust and motive participants.

After the intensive training period, the trainers and participants learned to know each other, they shared their difficulties and the trainers also understood the local people’s situation. Therefore, the sense of community has been strengthened, as they trusted each other.

“We really want they stay longer. Some techniques we had learned were very valuable. If we have another chance to learn, we definitely join!”

(Extract from the interview with the local person)

“Our group was distributed to live within the Kha Tu family for 8 days. They are poor, but very generous. I become one of their family members. I had learned and understood more about their poverty, wanted to help them improving their current situation... I love this model, because our culture based much on village culture, and I found the meaningful work I had done as well.”

(Extract from the interview with the student who participated in TOT in Xuan Mai University in 2003)

SWOT analysis

SWOT analysis is used to explore the strengths and weaknesses of a participatory process, and for indentifying priorities with consideration to threats. This analysis is also helpful in order to use in designing phrase. Participation is created in with highlighted in characteristics of locality by two strong reasons: local activities affect the quality of the local environment: local community and its members have common interest in protecting and improving the community quality of life. Moreover, it also helps to concentrate and invest in a region and then diffuse for

the rest. In contrast, it takes time to establish and promote the participation, especially the investigation stage. This is considered as the main weakness. The threats coming from the limitation in initial infrastructure and project funding and investment may lead to the ineffectiveness of the project. However, if successful, the local community will be independent, self-help and empowered. See more detail in appendix 7.

In brief conclusion, the general understanding about environmental issues and participation in environmental education in remote areas in Viet Nam is still very limited. The local people also expect to improve their current situation, by participating in training courses. When participating in the project, not only the knowledge and skills via the two training courses provided to 30 local people, the dynamic of participation was also proved for the effectiveness of CBEE project. Participation can bridge the gap of knowledge, skills, but also improve the communication process, help local people be aware of their own needs, motivate them to learn and improve their skills to reduce poverty. The participation was promoted for the bottom-up approach when the local people learned about their needs, changed from the passively involved into more actively participated. At the same time, the trainers also gained and improved their personal knowledge and skills. The participatory process is totally becoming a learning and collaborating process. The participation, which was created in the project, is considered as a bridge, which connects and shortens the relationship between Government and local community. The top-down approach, therefore, is more flexible and easier to understand. In addition, from the passive position, the local people become more active and better equipped.

6. Discussion

The empirical features are comparatively analyzed and figured out main stakeholders, the dynamic of participation, with the advantages and limitations of CBEE and its participatory process in a specific forest conservation project in Viet Nam in SWOT analysis. This part will discuss further in the dynamic of participation in how active versus passive. Therefore, the answer of how CBEE creates and promotes participatory process is also revealed.

6.1. Dynamic of participation: Active versus Passive

Since the movement of participation, which is brought from CBEE in previous part, from the passive to more active one, this part will discuss on how is Active versus Passive?

Firstly, in comparison with the passive 8step model in forest conservation, the active providers, CBEE model has shown its advantages in providing numerous activities, which promote participation.

Direct involvement in CBEE is highlighted when CBEE is described as a process of changing the community's ideas of acceptable environmental management behavior (Andrews, E. et al., 2002). For example, studies show that in CBEE, the new science of ecosystem-based management depends on application of community development problem-solving processes

(Kellogg, 1999; MacKenzie, 1996; Wondolleck and Yaffee, 2000; National Research Council, 1999). It is also because of a rich set of resources about what makes community-based involvement and outreach effective, not only in the listed resources to describe above and a wide variety of publications emphasis on application of community development techniques to solving community problems. In itself, this commonality of theme indicates something about the value of this approach". The diversity in approaching the local community itself is attractive factor to encourage and promote the participation. This is also answer from the interview with forestry university student when he participated in Trainer team and lived with local people for 8 days in Quang Nam province. Participants could learn from each other in their daily conservations, interaction and in the meetings.

On the other hand, the 8-step model in forest conservation show the resistance in sharing the power, considered as communication barrier for the participation. Top-down approach shows the only one-way direction, in which the NGOs and academic partner are the main actors, from the designing to evaluating period. Two other passive ones are considered to be information providers and participants in training courses, in which people being told what to do. In term of community participation, however, the participation is called as an instructive process, "which would mean virtually no participation" (Da Silva 2004). It is more clearly looked that communities are only informed of management decisions, not participate in decision-making process. However, with the signs of participation, they belong to the bottom rungs in the ladder of participation (Sherry Arnstein, 1960s). Shown in the participatory process, except the step 1 and 5 with main role of being information provider, the other steps show that NGOs and institution working almost time in order to design and "run" the project. Referring to the "Instructive process", which would mean virtually no participation, in terms of community participation, it look like local communities are only informed of management decisions and planned project. Their only duty is something so-called participation. Therefore, the participation becomes passive and formalism.

Active versus Passive: *What makes community participation in CBEE more active?*

"Participation in CBEE itself fulfil the Necessity"

The answer may originally come from the core theory, which the model based on, social marketing theory. The first evidence for this explanation is top priority of identifying the target group's interests, which is in the first step of CBEE. Community-based environmental education integrates public participation, social marketing, environmental education and right-to-know strategies. That step is also ensure the aim and goals of the project can meet the needs of target group. And the finding and implementing the solution to common problem are worked together by community interests. With a range of questions about the types of decisions needed, the application of CBEE can provide peer support and motivation (Andrews, Stevens, and Wise, 2006). The acceptability of a social idea or practice in target group is the crucial target, which leads the design, implementation, and control of (Kotler, 1975).

"Participate – a process to empowered community"

One interesting reflection when questioning on description of social marketing, the consumer needs should be met by the social marketer (McKenzie-Mohr & Doug (1996), CBEE also can promote social marketers' the need. Moreover, the participation, which provided in CBEE, can create mutually learning and collaborating environment, in which the NGOs, Institution are able to successfully accomplish their duty, but also have their own gain and development. This is seen as sustainable collaboration, in which all participants have gained. Therefore, by participating in CBEE, participants are supposed to initially undergo a learning process. However, let me draw the general view participatory process generated in CBEE, which will help to define the concept of community, and clarify sustainable participation in community.

It can be concluded that, by referring to community activities implemented in CBEE, the community participation is followed empowerment process. The initial pictures describe a community, which was formed as a group of approximately 20 local people, together work to get series of designed activities done by a fixed quantifiable development by the top-bottom approach to community development or state-directed or externally directed activities goal (Moser, 1989: 84). The mobilization of people in this phenomena participation may turn into passive and static then induced or coerced participation. In such phenomena participation turns into passive and static events which can then be induced or even coerced participation (United Nations, 1981) or a compulsory participation (Oakley, 1989), or manipulative participation (Midgley, 1986). Thus, at first, the participants tend to passively participate. In CBEE, social norms, communicate effectively and external barriers stress removed are to provide the high participation or provide opportunities for people observe others choosing the behaviour (McKenzie-Mohr, Doug, 1996). In local and collaborate phase, participants have chance to communicate, interact with each other in order to identify and share and have common understanding about their own needs, community interests. Those create the sense of community or inclusion, referring to the third need in Maslow's hierarchy. Facilitated by NGOs and institutional experts, local people have chance to test their abilities through conducting communal activities, organizing self-help, with their own interests and efforts to solve the common problems. By doing and experiencing those in group-based activities, group-working environment is establish to objectify and manifest the problems and needs (A. Samah & F. Aref, 2011). Individual is becoming more confident and independent in expressing their thoughts (I. Engleberg & D. Wynn, 2010). By "exercising those capabilities through participation in establishing, organizing, implementing and managing self-initiated groups or activities, individuals can gain more control over their lives, while at the same time strengthening their existing personal ability" (A. Samah & F. Aref, 2011). The empowerment, therefore, is tangibly formed. Group-working environment is highlighted as catalyst for the objectives and goals are achieved by the sharing the problems between individuals in the group. At this participation level, the community is defined as "groups are able to act together regarding the common

concerns of their lives” (A. Samah & F. Aref, 2011) or “Community is a social unity whose members recognize as common a sufficiency of interests to allow of the interactivities of common life... out of which associations arise... [and]... is the whole incalculable system of relations” (MacIver, 1924:109-129). And according to Wegner (1998), community of practice is also established. Through the participation within the group environment and structure, individual are able to identify the problems and needs, revealing their subjective meaning and concretely act. The process in which individual is in awareness, able to exercise and experience and achieve a certain goals to further develop those capabilities, is referred to individual empowerment (A. Samah & F. Aref, 2011). In the other words, participation can create individual empowerment.

Moreover, with the feedback, assessment and long-term action plan, this participation is continued with the activities, which designed from local community’s perspective themselves with facilitation from the support from NGOs in follow-up program. With the awareness about their responsibility for changes to the social environment, the empowered individuals help to promote variety of action in order to enhance the group’s function and other community members, “by informing, inviting, encouraging and organizing them to participate in identifying the problem, prioritizing the needs, deciding (making decisions), and taking part in conducting the group activity, project or even action”. The individual’s motive is the sign of Esteem needs, in term of Maslow’s hierarchy of needs. And *collective empowerment* is generated via “mobilizing, integrating, utilizing and coordinating local resources into a self- help effort for community change as one collective action (Kahn and Bender, 1985). Besides, by persuading and influencing other community member participate together, the *interpersonal empowerment* is pursued as well. “The distinctive features in defining participation as a process is that people are given the chance to 'formulate' their own development, to influence or to 'have a say' in the decision making process regarding the programs or projects initiated for them” (A. Samah & F. Aref, 2011). It is explained, based on the highest level in Maslow’s hierarchy, when participant achieves the self-actualization needs. He or she has the self-fulfilment with the personal goals and willing to help others. The direct involvement and its progress are obviously seen as an

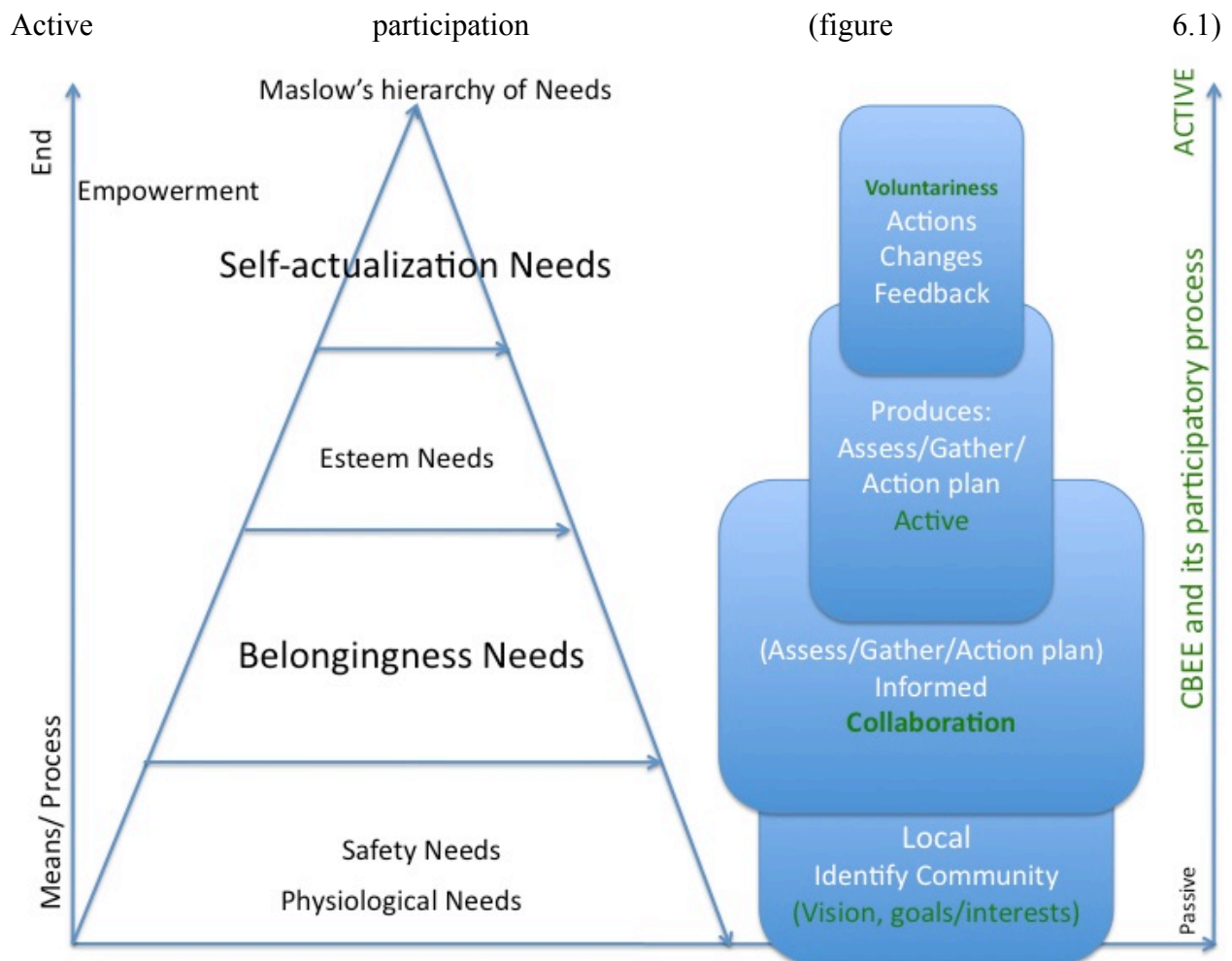


Figure 6.1: CBEE and its participatory process

The participation described above is seen from two different approaches. The first one is participation is considered as a means in the development program, which is seen as a Process in a low level of participation (Moser, 1983). Increasingly, with the designed in more intensive and deeply involved people, the active participation is achieved when the problems are identified and shared in a group and the participants are able to define the boundaries of its actions and activities in order to change the environment or situation. This high level of participation is defined as an End, which regarded as the empowerment of individuals and community (Clayton et al., 1998). Active participant can implement the decisions and the process and find the need of collectively taking actions. Community participation allows individuals to explore and exercise their potential capacity and experience in empowering process. From Maslow's hierarchy of needs, the active participation demonstrates the bottom-up reaching needs, and this helps to fulfil participant's needs. Regarding to the engagement in activities, community participation plays essential and long established in promoting quality of life (Putnam,

7. Conclusion

7.1. Research Summary

This research investigates Community-based environmental education in the context of forest conservation project in Viet Nam. The aims of the study are to investigate the Community-Based

Environmental Education model and its participatory process in the context of forest conservation projects in Viet Nam. In order to comprehensively answer the research question, semi-structured interview and secondary data analysis were used. Thus, the general view of country profile and brief introduction of the project were synthesized from national strategy and SIDA reports. Main findings of the research not only answer what the model is, and has shown the main and most important stakeholders are the NGOs in the collaboration with an Institution (WWF and Xuan Mai Forestry University in the project). In comparison with Community-based Environmental Education, the participatory process, which is built in forest conservation in the research “People’s participation and the role of Governments”, has led to passive participation. The gap in participatory process between two different approaches is the empowerment or motivation of participation. The discussion goes further on the participation by analyzing how the participation can be a means as a process in development project on one hand and can generate empowerment as an End for both participants and community on the other one. In conclusion, with the key, advanced and ACTIVE participation, which is brought in the Community-based Environmental Education model, not only fulfils people’s needs but also helps to connect and empower both local people and community to effectively conserve the forest.

7.2. Suggestions for Further Research

In view of the findings from the present study, the following suggestions for future researches are proposed:

- Behaviors changing and voluntarily action are supposed to be the outcomes of model (EPA, 1998). However, the follow-up studies should be formed in order to see the results in pilot programs. So a dataset can be build for further planning of both further study and policy-making;
- How to diffuse CBEE needs to be studied in order to figure out the solution for both environmental education and rural education.
- The CBEE should be explored more in other developing countries where promoting community participation is still very challenging tasks. Therefore, comparative studies can be formed between different national contexts.

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Appendix 1

Participants Assumption in Forest Conservation

(sources: Isager, Theilade, & L. Thomson: People's participation in forest conservation: considerations and case studies).

Local community

In forest conservation, participation is often associated with community forestry, which refers to forest management or co-management by people living close to the forest. Legal, political and cultural settings for community forestry vary widely, and the term covers a wide range of experiences and practices. Community forestry is often associated with South and Southeast Asia, but it is also common in other regions (Wily 1997).

In conservation projects, villages or local communities are sometimes identified rather broadly as a single stakeholder. It is important to question this assumption and others about local communities. Some frequently held assumptions are:

- **Local communities are homogeneous entities.** In terms of land holding, power, and knowledge, most communities are characterized more by their differences than their similarities. Women and men may have different interests in a forest. Landless people may desire access to the forest and its resources for other purposes than landholders. If only community leaders (who are usually male landholders) are involved in a participatory process, other interest groups within the community risk being neglected. A common source of conflict is the failure to consider the views of all community members.
- **Local communities live according to stable traditional values.** The idea that rural communities do not change or acquire new knowledge, habits and interests is wrong. Social and cultural traditions change as people are exposed to new options, ideas and technologies.
- **Local communities depend on the forest for their livelihood and therefore have an interest in protecting it.** It is true that many people living in tropical forest areas are highly dependent on forest resources. In many countries, however, infrastructure development and access to urban labour markets have reduced local dependence on forests and forest products.
- **Local people like the forest and therefore want to protect it.** Cultural perceptions of forests differ from group to group and from country to country. Many social groups have ways of thinking about and acting towards forests, which may seem unintelligible or conflicting to outside observers. For example, although people may 'like' and value forests for providing fuel-wood, food, medicine or timber, they may at the same time associate them with negative meanings. In Southeast Asia, for example, the forest has

traditionally been perceived as the sphere of uncivilized and immoral beings such as spirits, wild animals and ethnic minorities. Thus forests are linked to notions of backwardness and danger, and have negative connotations for many people in this region (Davis 1984; Stott 1991; Isager 2001). People may be keen to clear forests and expand agricultural production, an activity which may be seen as more civilized and desirable.

- **Local people destroy the forest because they do not care about it.** This assumption is almost as common as the previous assumption. Both ideas rest on the incorrect notion that people's perceptions and feelings about forests are straightforward and unambiguous, and cause them to act in well-defined, predictable ways. In reality, people's knowledge (e.g. of forests), and the relationship between their knowledge and their actions, are highly complex and oversimplification should be avoided (see Bourdieu 1990 and Barth 1993).
- **Local people have a detailed knowledge of their environment.** This assumption is as common as the counter-assumption that **local people's knowledge about forests and biodiversity is irrelevant to conservation planners.** In fact, forest dwellers do have considerable knowledge of forest resources and ecology. Government planners or external advisers often underestimate this knowledge. At the same time, however, it should not be assumed that all people labelled as local or indigenous have in-depth knowledge of their natural environment.
- **Local people practise superior forms of landscape management.** Some groups have developed remarkably precise landscape management systems. Recent studies of indigenous forest management systems have shown that they can retain 50-80% of the biodiversity found in neighbouring natural forest ecosystems (Lawrence *et al.* 1998, cited by Poffenberger 2000). Such examples notwithstanding, traditional management systems have often been sustained in the past not by ecological considerations but by low population pressures, geographic isolation and a lack of modern technology and machinery (Ellen 1986; Milton 1996). Local or indigenous people's knowledge should not be idealized and it should not be assumed that their knowledge or culture alone has sustained their management systems. Rather, traditional management systems should be assessed together with local people to determine which aspects can be most effectively incorporated into conservation efforts.

Government

Top-down conservation management is seldom effective, except where large budgets are available for enforcement and the society concerned is willing or forced to accept an undemocratic conservation process (Lutz & Caldecott 1996). However, without government

support in the form of law enforcement and cooperation between different government agencies, such improvements in local forest management are unlikely to be sustained (Tyler 1999). Attention must be paid, therefore, to the crucial role of government action in participatory conservation processes.

A government can provide an enabling environment for participatory forest conservation through:

- i) Decentralizing political, fiscal and administrative power;
- ii) Securing land tenure and user rights for involved stakeholders;
- iii) Education and other forms of capacity building.

Appendix 2

Type of participation

Ntiamoa-Baidu, 2002

Type	Characteristics
Passive participation	People participate by being told what is going to happen or what has already happened. This tends to be a unilateral announcement and people's responses are not taken into account.
Participation by giving information	People participate by answering questions designed by researchers and project managers. They do not have the opportunity to influence proceedings as the findings are neither shared nor checked for accuracy.
Participation by Consultation	People participate by being consulted, and external agents listen to views. External agents define both problems and solutions, and may modify these in the light of people's responses. People do not share in decision-making as their views may or may not be taken on board.
Participation for Material Incentives	People participate by providing resources (e.g., labor in return for food or cash). Such people are not involved in the experimentation and have no stake in maintaining activities when incentives end.
Functional participation	People participate by forming groups to meet predetermined objectives related to the project. Their participation tends to occur at later stages of a project after major decisions have been made. They may become self-dependent but are initially dependent on external facilitators.
Interactive participation	People participate in joint analysis, which leads to action plans and the formation of new local groups or the strengthening of existing ones. Groups take control over local decisions; thus, people have a stake in maintaining structures or practices.
Self-mobilization	People participate by taking initiatives independent of external institutions to change systems. They may or may not challenge existing inequitable distribution of wealth and power.

Appendix 3

Participation stages

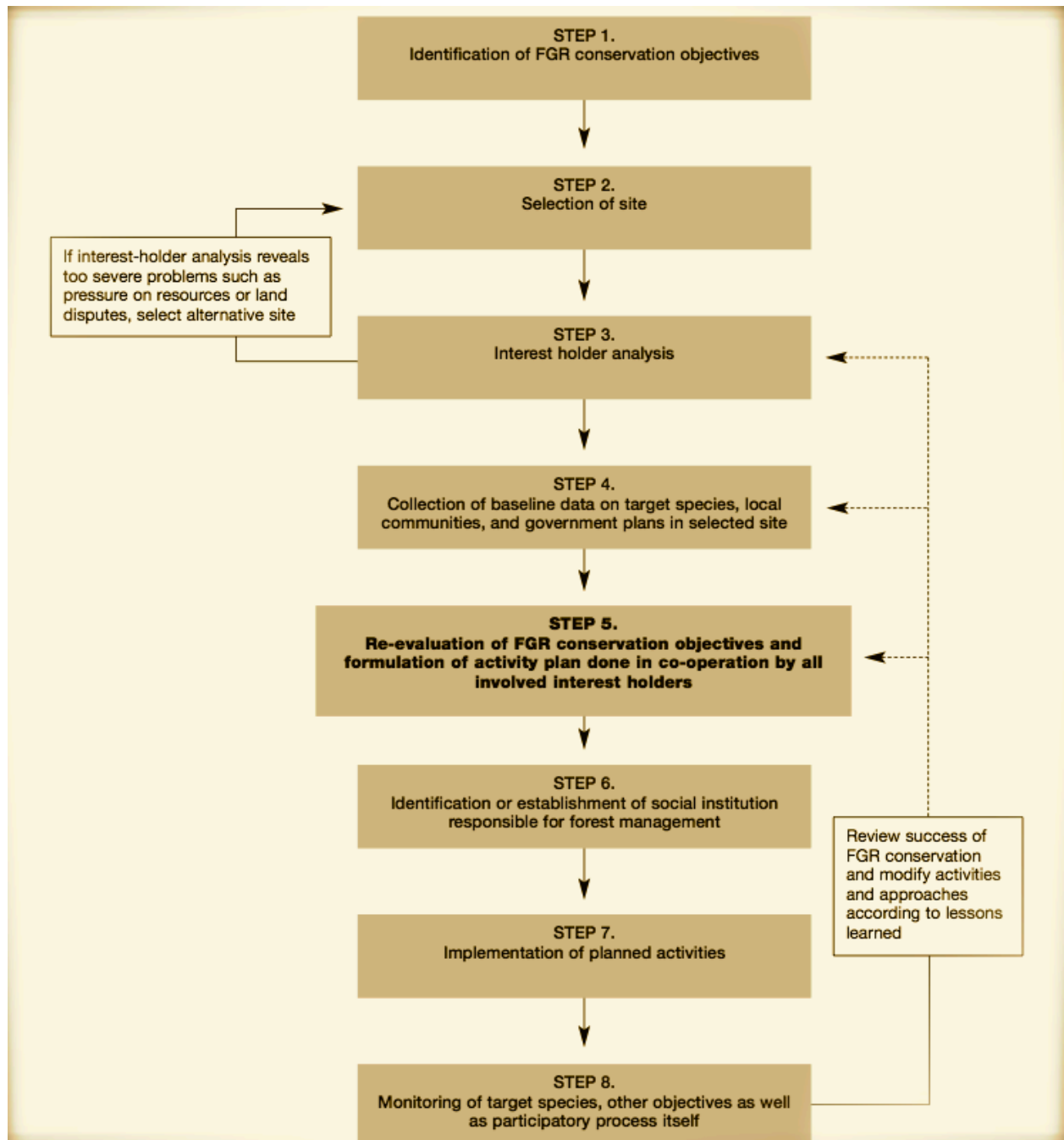


Figure 2: A model participatory process for conserving forest genetic resources (Isager, 2001)

The participatory process	Action required by governments and planners	Action required by local and NGOs
Step 1 Identification of objectives for conservation of forest genetic resources Inform affected stakeholders	Coordinate agencies and their land use plans Inform affected stakeholders	Be mobilized and organized Disseminate information
Step 2 Selection of site	Coordinate agencies and their land use plans Inform affected stakeholders	Be mobilized and organized Disseminate information
Step 3 Stakeholder analysis	Facilitate a forum for discussion with stakeholders	Arrange meetings Listen to all parties concerned
Step 4 Collection of baseline data	Provide technical expertise and assistance	Participate in data collecting NGOs assist in data collecting at community level
Step 5 Re-evaluation of objectives for conservation of forest genetic resources and formulation of activity plan done in cooperation with all involved stakeholders	Provide legislation, training, institutional capacity-building	Evaluation of conservation objectives and formulation of conservation project List vital requirements
Step 6 Identification or establishment of institution or organization responsible for forest management	Facilitate establishment of committee Recognize committee	Agree whether already existing village institution can take up responsibilities or form a new committee Represent all stakeholders Train committee in leadership and management roles
Step 7 Implementation of planned activities.	Carry out activities Technical advice	Carry out activities Assist if conflict arises
Step 8 Monitoring of target species	Develop participatory monitoring methods Train community members Advise on how to adjust harvest	Train community members in monitoring Undertake participatory monitoring Decide whether practices have to be changed, and how

Figure 3: A model participatory process (Isager, 2001)

Appendix 4

Interview Guide to the Interviewee who lives in rural areas

General goals:

1. Investigate the general understanding about EE, CBEE model among people who work as environmental officials and people who live in the project zone.
2. Examine the participation of people towards forest conservation before and after the application of the CBEE program
3. Investigate the effectiveness of the program in forest conservation.

Outset: self introduction, purpose, motives, intentions and confidentiality

As semi-structured interview, questions were selected and modified from the core following questions according to related and appropriate answers of the interviewees.

QUESTIONS:

Age:

Gender:

Occupation:

Years of schooling:

1. *The general understanding about EE, CBEE model:*
 - a. Do you think it is necessary to conserve the forest? Why?
 - b. Tell me some examples about GOOD behaviours toward forest conservation?
 - c. Tell me some examples about YOUR good behaviours toward forest conservation?
 - d. Have you ever participated in Environmental Education activities?
 - e. Can you tell me a name of environmental protection law?
 - f. Have you ever heard in Community-based Environmental Education? From which channels?
2. *The participation of people towards forest conservation before and after the application of the CBEE model.*
 - a. Can you describe some activities which were used in the project?
 - b. How long is a CBEE normally implemented?
 - c. What kind of collaboration between the local people and Stakeholder?
 - d. How do assess the effectiveness of participatory process which CBEE bring about?
(optional)

- i. Base on your own observation, how did the local people know about the project?
- ii. Base on your own observation , was it adapted and fulfilled the need of local people?
- iii. How do you self-assess your participation before and after the project?

1: Bad 2: slightly bad 3: Neither 4: Quite good 5: Good

Give some reasons for your choice (if applicable)

- e. How do you assess the model has stimulated your participation?

1: Bad 2: slightly bad 3: Neither 4: Quite good 5: Good

Give some reasons for your choice (if applicable)

3. *Investigate the effectiveness of the model in forest conservation.*

- a. Do you find it is important to participate in the forest conservation project? If yes, which is the most important activity/part?
- b. Do you find it is effective to participate in the forest conservation project? If yes, give some examples. Which is the most interesting activity/part?
- c. Can you give some motivation factors which can motive people to participate in forest conservation?
- d. If you have a chance to participate in other similar programs, will you do that?
- e. Should the model be widely spread?

Thank you for your information!

Appendix 5

Interview question for Government/NGOs/Institution experts **Community-based Environmental Education & its participation** **in Forest conservation project in Viet Nam**

Phần trả lời anh/chị có thể trả lời bằng Tiếng Việt hoặc Tiếng Anh.

Em cảm ơn Anh/Chị đã giành thời gian quý báu cho luận văn của em...

QUESTIONS:

Age:

Gender: (M/F)

Years of schooling:

Occupation:

Institution/Office:

For NGOs/Environmental/Forestry Institutions officials:

1. Can you briefly describe the participation among Government, NGOs & its collaborated partner, local community within one of your project you had participated?
2. Can you briefly describe the role of Government, NGOs & its collaborated partner, local community within one of your project you had participated?
3. Is that true for the statement: “Top-down approach is seldom effective to local people?” why or why not?
4. How to promote bottom-up approach? (maybe from the NGOs and Environmental Educator’s perspectives)
5. Do you think the community participation in Forest Conservation is important? Why or why not?
6. Can you please describe the role of community participation?
7. From your own perspective, which ways/approaches are effective to build and empower the local people’s capacity?
8. Can you suggest some changes in policies or law or Top-down approach which the Government should take into consideration in order to encourage the local community/people?

Thank you for your information!

Bùi Minh Chi & chidomino@gmail.com

Appendix 6

Community-based Environmental Education Activities

(Source: New Tools for Environmental Protection: Education, Information, and Voluntary Measures, 2006)

LOCAL - Education Is Locally Based

- Responds to a locally identified/initiated issue or concern.
- Takes advantage of opportunities (such as a new law or current event) and community assets.
- Works in or with representative groups, including targeted audience (i.e., the people who collaborate represent all the interests associated with the issue).
- Works towards a positive outcome to a specific concern.

COLLABORATIVE—Education Works with a Coalition or Group

- Identifies someone who takes responsibility for managing or leading the process.
- Attends to process objectives and product objectives.
 - Process objectives = group building, leadership development, capacity building, conflict management
 - Product objective = successfully addressing a substantive issue
- Relies on systematic planning procedures.
- Uses expert facilitation.
- Uses consensus decision-making.
- Develops linkages to enhance the group's effectiveness.
 - To other communities or regions
 - To other partners
 - To resources
 - Technology, experts, agencies, funds
- Communicates broadly using multiple venues (e.g., newsletters, town meetings, TV, festivals).
- Provides recognition and rewards.
- Is flexible both to process and conditions; adopts a “learning organization” perspective.

INFORMED—Education Takes Action Based on Information

- Relates actions to long-term community vision and goals.
- Considers the community as a whole.
 - Evaluates context
 - Considers sociopolitical, economic, historical, cultural influences
 - Looks to the future
- Generates and makes use of data about the local condition.
- Involves citizens in gathering and analyzing data.

- Builds on locally existing skills and resources and scales actions appropriately to community resources and skills.
- Respects, encourages, and rewards local initiative.
- Evaluates and reports accomplishments.

ACTIVE - Education Practices Quality Education with Broader Groups

- Uses social marketing techniques.
 - Identifies and addresses individual barriers to preferred behavior (e.g., a tag on an outside faucet helps residents to remember when to water)
 - Identifies and addresses social or structural barriers to preferred behavior (e.g., encourage recycling by providing curbside pickup)
- Uses training to support a community-based initiative, for example, provides training to:
 - Improve planning process skills
 - Generate and refine implementation ideas
 - Improve data gathering and analysis by citizens
 - Increase access to resources by group/coalition
 - Teach skills that group has identified as needed to accomplish goals
- Implements an education strategy that:
 - Presents all points of view
 - Relates to a specific audience and its needs
 - Takes place close to the targeted behavior
 - Presents behaviors that
 - ◆ provide immediate, observable consequences
 - ◆ are similar to what people already do
 - ◆ do not require a lot of steps or training
 - ◆ are relatively low cost in terms of time, energy, money, materials
 - Provides details on how to do the exact behavior
 - Provides target audience with opportunities for:
 - ◆ self-assessment
 - ◆ a personal discussion about the new behavior
 - ◆ verbalizing a commitment to the change
 - ◆ practicing or applying new skills
 - Uses creative approaches
 - Reaches people in multiple ways

Appendix 7

SWOT Analysis for CBEE and its participatory process

	Strengths	Weaknesses
I N T E R N A L	- CBEE itself <ul style="list-style-type: none"> + Explore the Community needs and Interest + Interests of holders and social participants + Respond local vision & needs + Highlighted: Small-scale approach with third Actor (NGOs and Institution) + Core stakeholders who can communicate and consult to local people. 	- CBEE itself <ul style="list-style-type: none"> + initial investigations are very important + Require a specific long duration in order to create participation and collaboration.
	- Participatory process of the model <ul style="list-style-type: none"> + Create interaction and belongingness. + Facilitating, learning and collaborating processes. + Public involvement can create opportunities for building trust in institutions. + Promote democratic participation + Build community consensus (sense of community). + LOCAL community and common interest; + Providing information, knowledge, skills which are essential for local people. + Transparency of the process shown through publishing the feedback. 	(Persuasion process) <ul style="list-style-type: none"> + Require experienced experts/consultants. + Limitation in time and financial support (project-based). + Require the commitment of participants (both experts and local people). + Diverse culture and differences. + Evaluation the effectiveness for participation - Participatory process of the model <ul style="list-style-type: none"> + Require the third Actor: ACTIVE <ul style="list-style-type: none"> + Criteria for selecting local people. + Low educational level + Lack of engagement, prefer Trust building. + Incorporating public values into the decisions or the extent to which public values influence decisions. + non-transparency of the process + Information based & Action oriented

	Opportunities	Threats
E X T E R N A L	<ul style="list-style-type: none"> + Geographic location: community + Stakeholders: multi-level participation + Diversity: Learning opportunities + Updated Knowledge, Skills from International experts from NGOs. + Diffusion opportunities + Rural development 	<ul style="list-style-type: none"> + Poor infrastructure (electricity, communication channels, internet...). + Lack of financial investment + Potential for conflict + Diversity in culture and language + Lack of support from local authorities + Lack of social network + Top-down approach: hard to create change or get approval and collaboration. + Geographic complexity + Small-scaled apply: Low effectiveness and take long time for diffusion the model.